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ABSTRACT

This article addresses the problem of what higher education can do to meet the space needs of new programs and a wider constituency, without resorting to new building. One way to meet space needs is for two or more institutions to establish a cooperative effort that makes better use of existing facilities. This effort can range from administrative acts, such as cross-registration, a common calendar, joint purchasing and storage, and library cooperation, to ambitious collaboration in academic, athletic, and other programs. Not uncommon are joint efforts between academic and non-academic groups. The impact such efforts have on space use is outlined in this article, along with examples. (Author)

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Build if you must, but consider...

5 COOPERATION

5

1 Redeploying Campus Space and Time
2 Non-Campus Facilities
3 Modernization
4 Found Space
6 Interim Facilities
7 Restructuring College Housing

This is the fifth of seven articles to address the problem of what higher education can do to meet the space needs of new programs and a wider constituency, without resorting to new building. One way to meet space needs is for two or more institutions to establish a cooperative effort that makes better use of existing facilities. This effort can range from administrative acts such as cross-registration, a common calendar, joint purchasing and storage, and library cooperation, to ambitious collaboration in academic, athletic and other programs. Not uncommon are joint efforts between academic and non-academic groups. The impact such efforts have on space use is outlined in this article, along with examples. A larger selection of over sixty case studies on cooperation is on hand at Educational Facilities Laboratories. These may be obtained on request from EFL, 477 Madison Avenue, New York, N.Y. 10022. The information for these articles and for the complementary case studies, compiled for EFL by Jane Lord and Stephen A. Kliment, resulted from a project jointly funded by the Office of Experimental Schools of the National Institute of Education (U.S. Department of Health, Education and Welfare), and by Educational Facilities Laboratories.

The Issues

Sharing facilities is a way of responding to increased financial pressures without loss in quality or diversity of educational programs. It has also proved to be a sound way of actually expanding resources and creating new programs, especially in fields that require costly equipment and specialized facilities, such as the health sciences, earth sciences and other technically-oriented disciplines.

In addition, cooperation, as this article shows, lets an institution play a useful role in the community of which it is a part, by such means as joint continuing education and outreach programs using facilities in the community.

A large part of cooperative efforts today is in the realm of the so-called "consortia." Raymond Moore, formerly on the staff of the U.S. Office of Education, has defined a consortium as: "an arrangement whereby two or more institutions—at least one of which is an institution of higher education—agree to pursue between . . . them a program for strengthening academic programs, improving administration, or providing for other special needs."

Lewis D. Patterson, cooperative programs coordinator at the American Association for Higher Education, is more specific: consortia require a full-time administrator and a long-term financial commitment. He also uses the term "voluntary" to distinguish a consortium from the mandatory or so-called "statutory" arrangements typical of large state university systems.

When and Why It All Started

The voluntary consortia, mostly private colleges and universities, have grown the most since the early 1960's, when the space and financial crunch first began.

Generally accepted as the oldest of the private consortia is the **Claremont University Center** (if, that is, you do not count the independent but related colleges at Oxford and Cambridge, which reach back to the middle ages). The Claremont group was founded in 1927 "to combine the freedom, individuality and intimacies of the small college with the ampler facilities and equipment which are warranted (and indeed only practical), when considerable numbers of students are brought together."

Today, six independent colleges make up Claremont. Space economies include a central library, a computer center, central health facilities, a science building shared by four of the colleges, a central heating plant, a central administration building and an auditorium.

Two years later, the **Atlanta University Center** began as a voluntary consortium. Also made up of six institutions, it is run by a board of trustees headed by a chancellor. Aside from 10 acres of land owned by the Center for joint use, shared facilities include a central library, a chapel, joint administrative offices on one campus, and a joint computer science department on another. Exchanged classrooms use is extensive.

It wasn't until the 1960's that the numbers began to grow, and today some eighty consortia are listed in the 1973 edition of Lewis D. Patterson's "Consortium Directory" issued by the American Association of Higher Education. These have a combined membership of 797, so that nearly one in three institutions of higher learning belongs to some kind of formal joint effort. This doesn't, however, include what Patterson calls "literally thousands of interinstitutional relationships."

In terms of shared facilities, the most cost-beneficial kind of cooperation is the one that lets an institution cut back on a high-cost and/or low demand program. This could include library space for specialized collections, classrooms and office space for a rare language program, or computer facilities.

Forms of Sharing

Sharing can cover a wide range of formal or less formal arrangements. These can include:

- Dividing a facility among two or three institutions, academic or non-academic
- Common use by several institutions, possibly including new construction
- Leasing campus facilities to outside groups for periods that could range from a few hours a week to a full use agreement over many years
- Leasing of non-campus facilities. (This aspect was dealt with in more detail in the second of this article series, along with many case studies).

Operating Arrangements

Operating arrangements vary broadly. They can consist of joint use by members of a consortium through cross-registration, with either no charge, or via a formula computed on the basis of a "balance-of-payments" plan. The **Nashville University Center**, for example, provides any of its five members that have "imported" more students than they have "exported" with a sum per credit hour (presently set at $35) for each extra student. This sum is far less than regular tuition charges.

Another alternative is to share in the cost of developing a new program, resource or facility. One of the loftiest instances of this was put into effect by **Five Colleges Inc.** at Amherst, Mass., when the members agreed on one large, joint astronomy department. Not only is there a joint budget, and joint faculty appointments and salaries, but under the Five Colleges aegis a multi-million dollar radio-astronomy observatory was erected in 1972.

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Funding

Obtaining funds for a consortium was at first thought to be a dilemma, as donors—in many cases alumni—might be thought to put loyalty to their alma mater above all and tighten their purse-strings to any consortium.

In fact, actual experience points the other way. As Dr. Norman Auburn, vice president of the Academy for Educational Development, states it, "Since many donors—corporations and individuals—have been critical of the inefficiency of some colleges and universities in the use of expensive facilities and in duplication of educational offerings, cooperation through consortia and joint use of facilities may result in *increased* financial support from the private sector" (italics added).

Thus, the Five Colleges observatory was paid for out of funds from the consortium and foundation grants. The public sector has joined in operating the facility, via funds from the National Science Foundation.

In addition, titles I and III of the Higher Education Act of 1965 have been useful in supporting consortium planning and joint programs.

Case Studies in Cooperation

EFL has researched and compiled over sixty instances of cooperation involving facility use, starting with formal voluntary consortium efforts and including three other important kinds of joint arrangements: sharing of library facilities, sharing of continuing education and outreach facilities, and joint occupancy with non-academic groups. All case studies are available on request to EFL.

1. Consortia

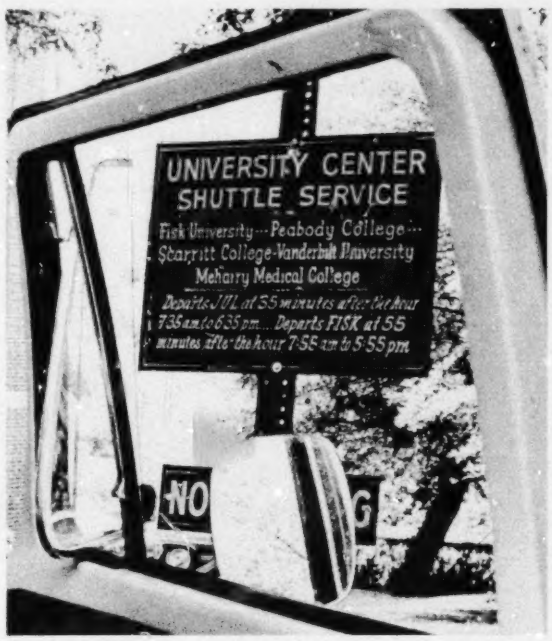
One of the most ambitious consortia in terms of the number and types of institutions involved is the **Worcester Consortium for Higher Education, Inc.** at Worcester, Mass. It comprises eleven institutions (three public, five private, three church-related) with a total enrollment of some 22,000, plus a dozen or so associate members such as the Worcester Art Museum, the Historical Society, Old Sturbridge Village and the Worcester Science Center. Aside from a shared computer center and coordinated library book and magazine purchasing (leading to reduced need for storage), the consortium is planning a sports center for use by all members. A jointly-run downtown center is planned.

The Consortium dates back to 1969 and its programs have deliberately grown piece-by-piece, as opposed to a grand long range plan. This has served to lessen the fears of member institutions (the smallest has an enrollment of only 230) of becoming small cogs in "a big university." Most of the $45,000 annual budget goes into maintaining the central office. Funding is pro-rated according to student enrollment, and government and private grants of more than $270,000 have aided expanding programs.

Another example of private and public institutions joining in a consortium is the **Alabama Center for Higher Education** in Birmingham. Formed in 1968 by eight largely black colleges and universities to expand programs and to economize (if possible), the consortium has worked together on such efforts as cooperative degrees, the development of archives of materials about black Americans, cultural exchanges, and a language arts institute.

Individual members of the **Nashville University Center** have a history of bilateral arrangements dating back to the 1930's, so the formal founding of the five-member center in 1969 was a logical step. Three of the members (Vanderbilt University, Peabody, and Scarritt Colleges) had incorporated their libraries in 1936 into

Space economies at Claremont University Center, the nation's oldest consortium, include a central library, a computer center, central health facilities, a science center (shown) shared by four of the six members, a central administration building, heating plant and auditorium. (Photo by Julius Shulman, courtesy of Caudill Rowlett Scott).


UNIVERSITY CENTER
SHUTTLE SERVICE
Fisk University---Peabody College---
Scarritt College-Vanderbilt University
Meharry Medical College
Departs VUL at 55 minutes after the hour
7:35 am to 6:35 pm... Departs FISK at 55
minutes after the hour 7:55 am to 5:55 pm

Shuttle bus connects "northern" and "southern" campus clusters of the 5-member Nashville University Center, on an hourly schedule. Bus, which costs about $30,000 per year to operate, is one of several "vehicles" used by the consortium to make possible sharing of facilities. Others include cross-registration, a common library system, and non-duplication of courses. (Photo by Verna Fausey, courtesy of Nashville University Center).

what by 1973 was a 1.3 million volume system, along with one main library building. The other two members (Fisk University and Meharry College) will now be included.

Broad cross-registration among members has served to open up joint use of classrooms and specialized facilities, and this has been helped along by a $30,000 a year shuttle bus service which connects the northern and southern members' campuses. Thus, two members have done away with their art history programs (which can now be taken at a third, Vanderbilt). Vanderbilt in turn cut back on its studio art courses, which are taken at Fisk and Peabody.

Other programs, such as psychology, linguistics and mathematics, will undergo similar space and resource saving measures. Shared health services, plant and security management are planned. Vanderbilt has bought a warehouse to serve all five institutions, and Fisk has joined with Meharry to put up a joint building for basic sciences.

2. Shared library facilities

In 1958 a group of twelve small, independent colleges in the Midwest farm belt decided to come together to set up programs of enriched work-study and community involvement, as this was clearly beyond the resources of any single member. The resulting group, known as **The Associated Colleges of the Midwest**, became one of the pioneers in pooling instructional resources to draw students.

On a larger scale, the Ohio **College Library Center** serves fifty Ohio colleges and universities, plus several public libraries, the State Library, and two school systems. Centralized computer-based cataloging has reduced those costs and space requirements for individual members, and in general allowed members to slow the expansion of their libraries through sharing of little-used documents.

3. Shared continuing education and outreach facilities

Institutions that seek involvement in the community can look to a pioneering effort at Harrisburg, Pa., which now has a center for higher education supported by five members that range in enrollment size from 1,000 to 30,000. Known as the **University Center at Harrisburg**, it offers a broad series of courses hitherto provided by a disparate series of extension courses formerly given by the members (since Harrisburg had no college of its own). The Center occupies seven buildings on a six-acre campus that was bought from the Department of HEW for $1 and remodeled out of the operating budget.

On Long Island, the **Wyandanch College Center** was established by four independent and four state colleges to offer freshman level and high school equivalency courses, and adult programs. Three out of four students are over twenty-one years old, and courses are tuition free to all who qualify. Wyandanch is one of six in New York State to be financed out of the state's Special Opportunities Program. The consortium's role is advisory.

4. Joint use or occupancy with non-academic groups

The chance to expand programs and/or obtain savings by sharing facilities with non-academic groups has not been overlooked by a modest but growing number of colleges and universities. One of the most ambitious is **Hofstra University** at Hempstead, N.Y. Hofstra has been able to put up an impressive series of new physical education facilities and maintain them at a good profit. The tactic has been to lease the facilities out–to some 200 different athletic, community and cultural groups which are said to use them twenty hours a day, seven days a week. Rental fees contribute to amortization, or are put into a general operating budget. A staff official is charged with keeping the schedule log book, leasing contracts and cost accounting.

Other innovative examples include:

- **Harvard University**, which completed a University office building known as Holyoke Center in the mid-1960's and receives income from leased commercial space at ground level;
- **The University of California at Berkeley**, which leased an acre of land to the Students Cooperative Association to build apartments for 280 students;
- **Mackinac College**, Mackinac Island, Mich., which in the summer leases its entire facilities for use as a hotel and resort complex.

Summary and Conclusion

Experience shows clearly that most of the successful efforts at cooperation were approached in such a way as to

1. Recognize and incorporate the motivations of the individual members;
2. Aim for program improvement as much as for cost reductions—consortia do cost money;
3. Think "open-ended." As Fritz Grupe of the Associated Colleges of the St. Lawrence Valley puts it: "... consortia ... are most productive when they begin with objectives which are relatively unrestricted;"
4. Involve a broad campus spectrum in planning, as opposed to developing a plan by a narrow group and trying to "sell" it;
5. Not to eschew limited programs (such as library or computer cooperation) as a starter, and only later develop a full-fledged consortium;
6. Recognize the sensibilities of members (especially those with the smallest enrollments) to fears of loss of autonomy and individual character; and
7. Keep a realistic view of attainable goals; a consortium is not the same as a single, centrally run institution, and progress is slower.

— Stephen A. Kliment
Jane Lord

(Readers who would like detailed reports on these and other case studies on cooperation should write to EFL.)